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AUTHOR Hickey, Judith A.; And Others
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ABSTRACT

This document provides a record of a series of three statewide Comprehensive Employment and Training Act (CETA)/Education Workshops held in Virginia to encourage communication and cooperation between CETA and educational institutions. It contains a composite compendium of CETA education linkage information from presentations, panels, and work sessions. Section 1 provides an abstract of keynote addresses overviewing activities and products of Virginia CETA education linkages. Comments are organized into these categories: status overview, state funding priorities, problems and opportunities, and reasons for linkages. Section 2 presents input from panels on problems and opportunities for CETA. Section 3 provides an abstract of work session 1 on addressing counter productive regulations, basic CETA responsibilities, and encouraging cooperation. Next, remarks by three luncheon speakers are summarized. Section 5 abstracts four presentations on Linkage Practices: Proven Examples--Meeting "Dropout" Problems, Minimizing Resource Duplication, Managing Academic Credit, and Reducing Employment and Training Myths. Section 6 provides a compendium of work session 2 on proven linkage practices, linkage areas, and managing media coverage. Section 7 presents input from panels on preventing and reducing barriers. Section 8 summarizes work session 3 on insuring planning, operation, and evaluation linkages. A participant list, conference programs, and evaluation results are appended. (YLB)

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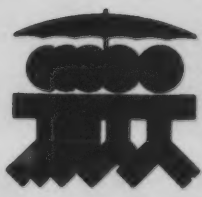

governor's employment and training council

CETA/EDUC LINKAGE WORKSHOPS

Prepared by:

Judith A. Hickey

Daniel E. Vogler

Robert L. McGough

Katherine K. Manley

Sponsored by:

Governor's Employment and Training Council
Richmond, Virginia
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in cooperation with
The Division of Vocational and Technical Education

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The various compendium provided in this proceedings document were developed using recorder's notes and presenter's notes. Therefore interpretation error is possible. Please be assured that any such error or an error of omission was not conscious.

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Last, but not least, we offer heart-felt thanks to the many (forty-two) presenters who volunteered their time and expertise for the workshops. Their practical insight and enthusiam for the future were the primary strengths of the workshops.

PREFACE

The Comprehensive Employment and Training Act (CETA) as amended and extended makes provisions for funds to be appropriated and spent for linkages. Section 202(D), Title II, CETA indicates that the purpose of these funds is to "...encourage coordination and the establishment of linkages between prime sponsors and appropriate educational agencies and institutions, and institutions providing training programs which are approved by the Secretary and for services for eligible participants delivered jointly by employment and training agencies and appropriate agencies and institutions."

Consistent with the above noted purposes, the Governor's Employment and Training Council has awarded to Virginia Tech a series of contracts over the past two years to conduct workshops which would facilitate linkages throughout the Commonwealth.

The first series of workshops were held between July and September, 1979, and included five regional statewide workshops to provide an intensive orientation and inservice program to Employment and Training personnel and private and public educators desiring to become actively involved in the cooperatively sponsored programs funded through the CETA/YEDPA legislation. Proven methods and techniques in developing and maintaining linkages between CETA and educational organizations were presented. Participants included prime sponsors, local education agencies, proprietary schools, community colleges, state education agencies, community based organizations, AFL/CIO representatives, vocational education directors, and CETA project directors.

As a natural follow-up and continuation of this initial contact, the second workshop activity included a technical conference in Fredericksburg in April, 1980. Key administrators and program development specialists within the Commonwealth had an opportunity to participate in a carefully designed workshop that provided them with specific techniques, materials, and advice relating to the development of programs, writing realistic and effective proposals, and the implementation and management of quality CETA/Education linkages. The focus of this workshop was on practiced, proven techniques of CETA program delivery and was intended to provide additional technical information that would enhance proposals and programs funded through CETA prime sponsors.

Subsequently, another contract was awarded to Virginia Tech to conduct a third series of workshops similar to the initial workshops to foster and create long and short-term

CETA/Education linkages. This series of three statewide workshops included as participants not only CETA and local education agencies, but also key legislators and policy making personnel throughout the Commonwealth with emphasis on governmental involvement in aiding such linkages.

This document provides a record of the workshops. Certain presenters provided the outlines or manuscripts of their remarks. In addition, a human recorder was used to glean and capture the essence of each session. All references to particular individuals were deleted. These records were categorized, abstracted, and edited to form reference-oriented lists. The three workshop lists were aggregated to form a composite compendium of CETA/EDUC Linkage information. Every effort was made to provide a complete record; to effort was made to focus the record. It is hoped that this balanced report of the proceedings will be used by those interested in employment and training activities to mold cooperative efforts. See Appendices A, B, and C for participant lists, workshop programs, and evaluations respectively.

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1. CETA: VIRGINIA OVERVIEW

Keynote Address

The keynote speakers described the activities and products of Virginia CETA/Education linkages. Their remarks provided an overview perspective and set the tone for the conferences. An abstract of comments is provided using the following organizational categories: (a) Status Overview, (b) State Funding Priorities, (c) Problems and Opportunities, and (d) Reasons for Linkages.

STATUS OVERVIEW

1. Strong ties have been made with the State Department of Education, particularly Vocational Education, the community college system, and the State Advisory Council on Vocational Education.

2. A separate GETC staff position was established to handle all of the linkage activities when the funds became available for linkages.

3. Limited linkages exist with skills centers, community colleges, and specific classroom training.

4. Expanded linkages have happened because aggressive CETA people made it happen.

5. The recent emphasis on linkages and funds has shown progress in the last 15 months.

6. Programs can be made more available than ever before with the resources, facilities, and faculties of public schools, community colleges, and community-based organizations.

7. Open-entry/open-exit, competency-based education, and assessment centers help to find what assistance clients need for successful training and employment.

STATE FUNDING PRIORITIES

1. Funding priorities for 1979 emphasized awareness and research including:

a) Awareness programs

b) Needs assessment

c) Documentation of successful linkage efforts/activities

d) Study of problems and solutions for short-term funding.

2. During FY 80 priorities were the following:

a) Awareness programs

b) Documentation

c) Joint CETA/EDUC demonstration project

d) Academic credit

e) Assessment systems

3. During FY 81 provisions are made for the following:

a) Linkages at the local level

b) Update/publication of an existing resource manual

c) Continuation of the CETA/EDUC Newsletter

4. Priorities for FY 81 include:

a) Model projects for CETA-Education coordinator

b) Pilot internship for educators

c) Linkage improvement projects (non-client)

d) Joint CETA/Education client projects

PROBLEMS AND OBSTACLES

1. It becomes harder every day for economically disadvantaged individuals to gain economic independence.

2. Education and CETA need to be close through the youth legislation to prevent later CETA activities for the same individuals.

3. Financial resources are dwindling creating competition among public schools, community colleges, and proprietary schools. Community-based organizations need contracts to survive. Specific problems are:

   a) Public schools need to develop alternative and career education programs

   b) Energy costs felt by all in the cost of running the educational institution and the cost of commuting

   c) Staffing limitations

   d) Productivity levels of classes at an economic level that the consumer can afford

   e) Cost increases for renting facilities.

4. CETA and educational institutions have different funding cycles.

5. Paperwork is increased when educational institutions have CETA programs.

6. CETA and educational personnel need to get together to improve communication.

REASONS FOR LINKAGES

1. Cooperation and linkages are necessary at the local level because:

   a) State funds to promote local linkages are limited

   b) Education and the CETA system should be mutually supportive; each should use the other's strengths rather than develop the turfism of parallel systems

   c) Shrinking federal, state, and local dollars require the pooling of resources to get the best return on investments

   d) School facilities and plants which are not being used to full capacity are available to be used for adult education purposes

e) Thinking should be in terms of the total population; youth population is restrictive.

2. CETA and education must work around the cop-outs (too much paperwork, bad publicity) to come up with workable, cooperative agreements or the federal government will do it.

3. Linkage is a mutual opportunity for education and CETA to serve those they could not serve in the past.

4. The goals and objectives of vocational-technical education and CETA are more similar than different. They both emphasize skills to assist people to enter the labor force.

2. PANEL

PROBLEMS AND OPPORTUNITIES

Problems and opportunities for CETA were presented by a panel of local experts in each of the three workshop locations. The individuals represented perspectives of community-based organizations, school superintendents, CETA administrators, and elected officials. Their insights and input set the stage for later work sessions and topics by highlighting the problems and opportunities of CETA.

PROBLEMS

1. The amendments and extensions of the 1973 CETA legislation to bring about change sooner than realistically possible.

2. CETA funding is subject to the whims of Congress which causes local uncertainty and the fear of being left "high and dry".

3. Virginia's General Assembly exhibits the attitude that CETA is on the "way out" and therefore has more concern for revenue sharing.

4. CETA funding should be in at least two-year increments with forward funding for more effective planning.

5. CETA resources are "boom or bust". Depending on the geographic locations of programs, more funds are available for allowances and wages than are available for program operations. Prime sponsors have differing philosophies.

6. CETA is blamed for not dealing with cyclical unemployment. Clients should be prepared for post-industrial, technological and service-oriented jobs.

7. School boards are not fiscally independent agents. They can apply for and get, but not spend project money without the approval of city or county governing bodies. CETA programs must be sold to these governing bodies to combat bad publicity and community attitudes that we are hiring losers.

8. CETA creates administrative problems such as refiguring budgets and extra paperwork. There may be no additional staff available.

9. CETA guidelines create frustration/confusion for those seeking participation. There are different income criteria depending on title.

10. Eligibility requirements place too much emphasis on income. The poverty level guidelines are too low to help many unemployed and underemployed people who are really in need but who do not want to accept welfare assistance. Legislative constraints are not sensitive to the poor who need the education/job training and must be unemployed to meet CETA eligibility requirements. Clients balk at having to prove they are poor.

11. The intake and assessment process is time-consuming and incomplete. Assessment of the participant's abilities should be done to match aptitudes and interests with a job. The individual unemployed for 30 days is just out of a job; the individual unemployed for 15 weeks has a problem which prevents getting and keeping a job. This problem should be dealt with so that the next job will be successful.

12. The maximum length of 1000 hours of training is not a sufficient time period; in dealing with the socialization, education, and behavior problems of certain youth; a six-month period is an unrealistic guideline.

13. CETA is too technically structured to be sensitive to the needs of the poor whose first concern is

the paycheck. Long-range programs will produce clients who are self-sufficient. "Give me a fish and I'll eat for a day; teach me how to fish and I'll eat forever."

14. CETA too often operates as a stop-gap, subsidy gap with no built in cooperation with other programs.

15. Plans are needed for structural changes in CETA. For instance supplementing/complementing services should be provided to help alleviate conditions of poverty.

16. CETA does not have the flexibility to address itself to the individual client. Assistance is needed for the TOTAL person and family, including housing, health, nutrition, and education.

17. Community-based organizations are looked upon as mavericks. This viewpoint is not justified. CBOs tend to take a family approach and, therefore, are not understood.

18. Innovative systems for energy conservation are needed along with education on maintenance energy resources.

19. The concentration upon needs of youth (61% of all expenditures in Balance of State) restricts the ability of programs to focus upon needs of adults, the primary wage earners and heads of households. Programs formerly geared toward adults must be adapted to deal with adolescent adjustment problems.

20. The allowance system of $3.10 an hour has become a negative incentive. The CETA student may net more dollars in training than at work after training.

21. There is a need for some continuation of economic subsidization of CETA placements during the transitional period from placement until the person becomes self-sustaining about 19-26 months later. Entry-level wages compare unfavorably to the benefits to be derived from continued social service dependency.

22. In-school and summer youth employment programs lack diversity in training sites due to the restriction of placing participants only with non-profit agencies.

23. Lower level employees need more supervision and need training in work attitudes. An unrealistic picture of the world of work may be presented when leniency toward poor work performance occurs and participants are given shallow work assignments. CETA should pay for supervisors to work with people and train them. Patience is needed to motivate the unmotivated.

24. The CETA employee gets another job as soon as training is completed and the benefit is lost. The employer would like to keep the CETA people more than 18 months. Conflicts exist between what is best for the employer and what is best for the CETA person.

25. Institutional differences exist between the goals of public education and CETA. Educators have not been receptive and have not sought CETA due to the historic inflexibility of public schools.

26. A credibility gap exists between CETA and public education due to the explotation of CETA failures by the press.

27. Calendars for schools and CETA agencies are incompatible.

28. Paperwork/reporting is heavy for CETA programs.

29. School personnel do not have the expertise to handle CETA programs and client needs. CETA is remedial in character and takes school dropouts. CETA students have difficulty accepting the in loco parentis doctrine of the school system. Educational institutions need staff development for programs to re-orient personnel.

30. No formal system exists for awarding academic credit for academic and vocational skills attained during CETA program involvement. CETA clients are often disadvantaged people who have had less than successful experiences in education and often need credit credentials.

31. Formal record keeping lists an alternative education program student as a dropout if the trainee, even though successfully completing the program with a diploma and full-time job, is not in school on the last day of the school year.

32. Alternative education, with open-entry/open-exit makes re-entry into the conventional school difficult.

33. The funds/resources needed in public schools for alternative education to work with kids out of step with the system are inadequate.

34. Basic remedial education needs of trainees appear more pronounced than in previous years.

OPPORTUNITIES

1. CETA is bringing people together to look at total community needs. It provides the opportunity to increase or address linkage specifically to community issues through local education agencies, CETA, social services, government, employers on a cooperative information-sharing basis.

2. The interface with the private-sector business and industry is strengthening linkage with employers and labor market representatives. It provides additional focus and resources for specific community needs.

3. CETA increases awareness of the "work ethic" and the economic realities of our times.

4. Publicity can make or break CETA; we need to communicate what is good.

5. CETA may provide the needed funds for public education.

6. CETA allows us to focus on the more practical objectives of the education process. It reinforces the belief that there are indeed practical objectives/applications of learned skills, particularly as these relate to the employment objective. Students today demand to know "why" they are required to learn "what" they are required to learn. This information should be shared with our more traditional educational institutions. CETA promotes linkage between LEA's to provide "competency-based" educational services.

7. CETA provides feedback to traditional educational institutions regarding those persons who fared least well. It provides an excellent opportunity for the development of new methods and techniques for addressing the needs of persons who have not responded well to traditional educational practices.

8. CETA funds allow public schools to provide additional services to economically disadvantaged students (YETP) and impacts economic dropout rate reasons.

9. CETA is not a give-away program. It places emphasis on training offering a person choices as to the type and location of training. Adults with little or no marketable skills receive opportunities and encouragement through on-the-job training, hands-on experience, and attitudinal education. CETA provides an opportunity to sell the work ethic. Once sold, a person will have acquired entry-level skills that can be transferred into other fields according to aptitudes and interests. An individual does not have to be "locked" into the skills area originally entered.

Work Session 1

The first work session provided a participant-based forum. Each group was composed of a cross-section of workshop participants and was facilitated by project staff. The forum focused on three main questions: (a) How do you address counter-productive regulations? (b) What are basic CETA responsibilities? and (c) How do you encourage cooperation? An abstract of the dialog is provided in the following lists.

How do you address counter-productive regulations?

1. Counter-productive regulations create funding problems which include the following:

   a) Length of funding

   b) Different fiscal years

   c) Changes in allocations (amounts of money) after program is operational

   d) Need for forward funding

   e) Uncertainty of funding from year to year

   f) Mandate by Federal Government for allowances for training raised from $2.55/hr. to $3.10/hr. creating added costs for programs

g) Difficulty of identifying true costs for clients in public educational institutions such as high schools and community colleges where the state subsidizes the cost per student or FTE

h) Money from CETA cannot be used for purchase or construction of buildings or other facilities

i) A lack of funding methodology and rationale that addresses local problems causes unnecessary spending of money in order to keep the allocation.

2. Counter productive regulations create problems such as the following:

a) Amount of paperwork involved in maintaining contracts

b) Different billing systems

c) Too many regulations for each title

d) Different requirements for each CETA "group" which makes it difficult for agencies outside CETA to process individuals

e) Paperwork for program participation, but not enough for client follow-up

f) Basic document published by the Department of Labor, although improved, is still vague

g) Inconsistency of the application of the regulations among CETA agencies

h) Restrictive interpretations of prime sponsor reacting to Department of Labor pressure

i) Unreasonableness of monitor needing document responses and clarification of problems in CETA reports

j) Drastic changes in regulations each year, a problem particularly when audits at later dates are by current, not then existing, regulations

k) Accountability should be placed higher than local level for what should be funded

l) Emphasis not on maximum benefits; these existing resources can not be used to serve more people

m) Time pressures to get program going

3. Counter-productive regulations create problems for CETA clients such as the following:

a) Requirement for high school diploma or GED

b) Time constraints of training to only 1000 hours which may not be adequate for all clients

c) Stringent requirements limiting CETA clients to economically disadvantaged

d) Residence requirements, rather than strictly period of unemployment

e) Being offered a job or trained for one that does not exist

f) Youth Incentive Program under Title II require same numbers of youth as in 1977 creating a numbers game of cutting adults to seek youth

g) Motivational problems caused by greater net income for students than for PSE employees

h) Increased pay for youth an incentive to drop out of school to get $3.10/hr. for classroom training

i) Education often not offered during the prime daytime hours most convenient for clients

j) Using existing school programs may cause a client to be placed back into a failure experience

k) Not dealing with problems of client which cause unemployment

l) More money for clients on CETA with associated services than at entry-level employment

m) CETA clients not treated as "regular" employees

n) Lack of transportation

o) Problems for PSE employees to get release time from jobs for training

p) Need to work more than one job to remain off welfare rolls as entry-level salaries inadequate for one to two years

q) Competition in labor market for CETA clients versus regular unemployed

4. Counter-productive regulations create problems for the local education agencies such as the following:

a) Failure of CETA to take into account the entire educational community

b) LEA unaware of linkage requirements

c) Reluctance of superintendents and other school officials to develop CETA programs

d) Question of who is responsible for education

e) Different concepts and philosophies of CETA and LEA

f) Public schools charged with solving social problems, such as drugs and discipline

g) Failure of schools and personnel to understand and deal with problems of CETA clients

h) School regulations not allowing adults in regular classroom situations

i) Open-entry/open-exit concept does not fit the typical school year

j) Requirement for full-time training which prohibits cooperative programs

k) Training in basic skills needed by CETA clients before vocational training

l) Only short-term training provided

m) Turf problems concerning who should teach what

n) Costs of faculty and other budgetary considerations

o) Requirement to pay unemployment insurance which could not be fit into current budget

p) Lack of faculty and support employees created by hiring freezes

q) Requirement of additional personnel to handle CETA programs that fall outside normal school hours

r) Constraints of existing facilities

s) Need to work around existing programs for facilities and times available

t) Lack of full funding and the figures to secure overhead charges for schools and community colleges

u) Variations in costs among school districts and programs within the same institution

v) Different planning cycles from CETA

w) Difficulty getting participants to class, be it low attendance or transportation problems

What are basic CETA responsibilities?

1. Training is the major responsibility and is

   a) For those who cannot get it in the traditional way

   b) An alternative system to complement the traditional

   c) Retraining for marketplace supply and demand to react to changes

   d) Training to lead to unsubsidized employment.

2. Employment must be found for those clients who are

   a) Unemployed and underemployed

   b) In need of jobs through PSE during cyclical unemployment.

3. Economically disadvantaged clients need help from CETA to

   a) Develop respect for work ethic

   b) Succeed on the job

   c) Identify problems leading to an individual's unemployment

   d) Provide a resource to follow-up for clients

e) Get youth services and remedial support

f) Provide a host agency for clients to get services they need.

How do you encourage cooperation?

Suggested solutions for cooperation are

1. Provide program design leaway to allow opportunities for people who know community needs.

2. Build contingency plans in PSE programs for pnasing out participants rather than layoff participants.

3. Develop RFP and information document package.

4. Translate CETA language into LEA language.

5. Persuade contractors to work together and coordinate as a team.

6. Hold regional meetings designed and developed by the ROC office for contractors and organizations.

7. Design youth programs with promotion to adult programs using PSE and OJT concepts.

8. Develop a two-year funding cycle and forward funding.

9. Design programs to provide more during the year funding options.

10. Administration should respond more to participants and less to the Department of Labor for administrative convenience.

11. Use CETA to fill gaps in vocational programs with low enrollments.

12. CETA counselors should visit on a regular basis with school counselors.

13. Use on-site visit to establish problem solving communication between training and CETA personnel.

14. Use school facilities during non-prime hours particularly 2-6 p.m.

15. Permit CETA to use a wing of a building and share equipment.

16. Talk and communicate among various individuals and the programs and agencies they represent.

17. Hire nighttime administrators for CETA programs.

18. Provide training for new contractors.

19. Use preventative programs for dropouts such as YETP.

20. Put career education centers in schools and at training locations.

21. Consider the obligations and constraints of others involved in the linkage.

22. Use the expertise of educators in curriculum design.

23. Contract local education agencies to use CETA money to train according to CETA guidelines.

3. EMPLOYMENT AND TRAINING:

A SHARED RESPONSIBILITY

The three luncheon speakers--The Honorable Willam C. Wampler; Mrs. Vivian Watts, Legislative Aide to The Honorable Joseph L. Fisher; and Charles Fitzpatrick, Administrative Aide to The Honorable G. William Whitehurst--highlighted the workshop with an overview of what is happening in Washington. An update of the CETA legislation, the Youth Act of 1980 and a rewrite of Title IV-A, is pending in Congress at the date of this writing.

The problems of coordination which exist between CETA, the school systems, and the business community include the following: the need for services in the community, development of confidence in government by the business community, competition with other countries in the labor market, stimulation of economic growth in the private sector, tax costs and tax cuts, and the need for CETA to get to the hardcore unemployed.

The rewrite of Title IV-A includes:

A) Continuance of what has been done already with 70% of the grants for training

B) Requirements for the prime sponsor to form a Youth Council including--

   i) Vocational education

   ii) Public employment

   iii) CETA

   iv) Youth group members

C) There must be coordination with PIC

D) There must be agreements with schools for work-study programs

E) There must be a school-based counselor for jobs for in-school students

F) Schools must submit a three-year plan to the state

G) The link must be made between the student, school, and community expectation.

Other concerns of the speakers included the bureaucracy which solidifies gulfs between agencies and the effect of large budget items on school finances suggesting the need for a community budget for school programs. The demand for immediate results from CETA has impeded its progress. As regulatory reform from the federal perspective is important to CETA, constituents should communicate their opinions, concerns, and desires to their elected officials.

4. PRESENTATIONS

Linkage Practices: Proven Examples

This session was devoted to four presentations consistent with the theme "Linkage Practices: Proven Examples." Practitioners provided the information and concentrated on four main issues: (a) Meeting "Drop-Out" Problems, (b) Minimizing Resource Duplication, (c) Managing Academic Credit, and (d) Reducing ET Myths. The abstracts for the presentations are provided in the following sections.

MEETING DROP-OUT PROBLEMS

1. CETA has creativity and flexibility. Participants have needs different from those of a few years ago.

2. Drop-out programs look at two groups:

   a) Potential drop-outs still in school

   b) Drop-outs no longer in school.

3. Potential drop-out problem may be met by

   a) Summer skill exploration

      i) Vo-tech schools

      ii) Public school systems

      iii) Subcontractors who provide transportation and selection of students

      iv) City agencies which provide free lunches

   b) A pre-vocational program which provides

      i) Remedial work

      ii) Career exploration

      iii) Employment skills

      iv) Goal setting

      v) Transition

   c) Programs for those who have dropped out include

      i) GED

      ii) Vo-tech schools

      iii) Subcontractors

      iv) Adult basic education.

4. Linkages for drop-out problems include:

   a) Prime sponsor

   b) Subcontractor

c) School system

d) City agencies

e) Community college

f) Probation

g) Virginia Employment Commission.

5. Assessment must be done to determine what your drop-out problem is, what the problems of the clients are, and what local problems and individual problems exist.

6. Drop-outs:

   a) Have learning problems; are discouraged students; and/or are learning disabled or handicapped

   b) Slow learners with 70-90 IQ

   c) Low achievers

   d) Unmotivated/reluctant learners; passive

   e) Lack the same value system as those in school orientation

   f) Lack communication with peers.

7. Disadvantaged student criteria include:

   a) Intellectual ability

   b) Behind one or more grades

   c) Lack of motivation/poor attendance record

   d) Low/underachiever

   e) Personality/personal factors.

8. Goals of drop-out programs include the following:

   a) To provide job related, measurable competency-based hands-on learning activities to require a 75% or better skill level

   b) Raise students' average daily attendance

c) Develop initiative, responsibility, good work habits, self-reliance by designing programs to allow for decision-making and program involvement by students

d) To better prepare students to select career objectives by implementing an organized program pertaining to career decision making

e) Improve students' self-image; encourage development of good grooming practices and attitudes acceptable in world of work

f) Develop safety program which is specific/measurable for each training area

g) Clearly define, encourage development, evaluation of students' human relation skills which are required on the job

h) Improve all students' basic skills in math through a competency-based vocationally-related instructional program

i) To implement basic curriculum/grammar program in each training area which will stress language skills required in the world of work.

9. Drop-out problem centers provide the following:

a) Life skills program for youth 16-21; vocational options which relate desires and abilities with coping skills such as how to do job seeking and job applications

b) Youth enterpreneurial projects with classroom and experience credit for in and out of school activities

c) YCCIP work experience for 16-19 year olds to get into unsubsidized positions

d) Combination of life skills with repeating eighth grade courses

e) Compulsory attendance program for 14 and 15-year olds taking subjects from regular curriculum along with career components and occupational knowledge units

f) High intensity language training for students who have not taken required courses for graduation because of English language deficiences.

MINIMIZING RESOURCE DUPLICATION

1. Coordination of efforts should be done through those agencies which can assist such as social services, HUD, VEC, unions, professional associations, and the private business sector.

2. Look for what is out there to give assistance to your problems. Training facilities, labor, time, and ideas all take on a new and different perspective.

3. Build your program one title at a time.

4. Use corporate techniques to merge titles forming conglomerates under one title and one office, one director and one heirarchy.

5. The reading and interpretation of DOL and CETA regulations is essential. Your comprehension and interpretation may be as valid as a bureaucrat's.

6. Get copies of current grants done by other sources.

7. Operate through your immediate heirarchy such as CETS, BOS, local consortiums, and State Department of Education.

8. Each of the components (training, service, assessment, employment placement) should be an independent operation.

9. Gather information for training programs needs in your area from:

   a) City, county planners

   b) VEC

   c) Consortium office

   d) Local and regional Chambers of Commerce

   e) Common sense

   f) Local colleges and universities

   g) Department of Labor, Washington, D. C .

   h) State and local apprenticeship programs

   i) Public schools.

10. Give these people a deadline and watch out for traditional heirarchy traps such as old statistics.

11. Your capability depends on instructors and counselors presently on board and/or available from the community, classrooms, labs, transportation, e-ployment needs, training level needs, and time.

12. Look for skills needed in the community by the following:

    a) Entrepreneur (self-employed)

    b) Unions (IBEW, IUOE, etc.)

    c) Apprenticeship programs

    d) Energy construction and maintenance

    e) Transportation--railroad and highway

    f) Agricultural oriented agencies (SCS, Cooperative Extension, etc.)

    g) Services

    h) Consider supporting occupations for traditional skill areas.

13. Be aware of problems associated with public school use such as

    a) Maintenance and repair

    b) Utilities

    c) Transportation

    d) Supplies and material

_4. Consider the CETA client:

    _) Is it worth the time and training costs to add individuals to the tax base?

    b) Use CETA peers for counseling, outreach, childcare, and records maintenance.

15. Learning can be achieved anytime during the 24 hours in a day.

16. People need to get their hands dirty.

17. Programs are unique; clients are unique. Meet requirements of contract first and then meet other needs.

18. Attitude is the key to being successful; find out what were good things for each client. Do not assume anything about clients. CETA clients can handle pressures and are intelligent.

19. The most important things are:

    a) Paperwork

    b) Dealings with people

    c) Looking at the background of the people you hire.

20. The client does not want a job; he wants an OPPORTUNITY.

MANAGING ACADEMIC CREDIT

1. Academic credit is defined as credit for education training or work experience applicable toward a secondary school diploma, post-secondary degree, or an accreditied certificate of completion.

2. Awarding of credit is an old academic problem and traditions need to be broken if we are to recognize and provide credit. Key questions are:

    a. For what should credit be awarded?
    b. When should credit be awarded?
    c. How should credit be awarded?

3. Granting of credit has historically been the sole responsibility of educational institutions. Secondary and post-secondary are locked in by accredation agency standards.

4. Credit is academic exhange currency for people who want to get ahead and the mark of success recognized by employers.

5. Problems in granting academic credit:

    a) Changes resulting from technology

    b) Traditional granting of credit by education

c) CETA not recognized for credit and little information available on standards, competency, and the criteria to qualify for credit.

d) Experiential credit for older people

e) Articulation between institutions and non-traditional programs

f) No standardization of programs among CETA, community colleges, and higher education

g) Few alternatives for public schools to the traditional diploma

h) Lack of communication among CETA, college, secondary schools, and proprietary schools

i) School curriculum not open-entry/open-exit

j) Attitudes of faculty, governmental officials, non-CETA students, CETA personnel, resulting in bias against CETA and special programs

k) What can be done to award academic credit:

l) Design pre-accreditation to give credit to non-traditional programs

m) Use credit by examinations

n) Establish communication between CETA/schools

o) Arrange credit policy in advance by setting up programs with credit

p) Give credit via a liberal policy for training/skills possessed by client

q) Communicate with state legislatures as related to planning programs for credit

r) Establish means for credit evaluation

s) Formulate standards for creditable alternative to high school diploma

t) Develop non-traditional programs which would allow open-entry/open-exit

u) Establish policies to give credit without tuition

v) Standard procedures to assess credit and formulate written guidelines

w) Design CETA orientation for colleges to inform students and faculty about CETA programs/practices

x) Gain local school board support

y) Establish field-based state board to evaluate CETA programs; assess non-traditional programs; accredit certain programs

z) Stop asking student to repeat training already taken.

EMPLOYMENT AND TRAINING MYTHS

1. It is senseless to train the economically disadvantaged because the economically disadvantaged do not want to work. Lots of people don't want to work. But, the BOS has a positive termination rate of 72% for FY 1979.

2. Fraud and abuse discourages associations with CETA. But, the percentage of bad that is being done is relatively small compared to all the good work that is being done. The actions of a few who are abusing the program generated the bad publicity.

3. We can't retrain older workers to do new jobs. But, we can teach older workers.

4. It's no use to work with offenders. But, the recidivism rate of those offenders who participated in CETA is less than 3%.

5. Youth are the least dependable of all. But, more youths than adults participated in CETA and learned work skills, life skills, and what it is like to earn money. Dropouts have participated in CETA showing that all that youth wants is a chance.

6. The red tape is overwhelming. But, controls, reports, and paperwork are necessary to insure maximum efficiency for dollars spent. It is being reduced.

7. There is uncertainty of funding with no guarantees for the next year. But, if a contractor delivers services in accordance with goals and conditions of agreement, follow-up contract chances are excellent.

8. The difference in fiscal years is a disaster. But, schedules are being adjusted to allow greater time between consumation of contracts and start of programs.

9. CETA is not a cure-all and all things for all people. But, it is a program which provides opportunity by providing services and gives clients a chance by placing them on equal footing with everyone else in the job market. CETA can only give them the opportunity.

WORK SESSION 2

Work session No. 2 sought input from the participants about other examples of linkage practices with which they were familiar. Brainstorming techniques were enlarged to solicit additional linkage considerations. Since bad publicity was a grave concern for many CETA programs and administrators, suggestions for obtaining positive media coverage were sought. The following information provides compendium of this session.

What are other proven linkage practices?

1. Educational resources including the community college, skills centers, adult basic education, private schools, technical schools.

2. In and out of school CETA services linked with the community colleges and direct contacts to GETC.

3. Putting CETA into existing programs; working with instructors to make them aware of clients' needs.

4. Linking the CETA to a local high school for various programs including slow learners.

5. CETA clients receiving academic credit for a part of the school day.

6. An adult learning center for out of school clients.

7. Alternative schools for special education.

8. Providing remedial education.

9. Adult education instructors used for teaching.

10. Counseling services for assessment and skill identification.

11. Contacts with directors of placement and counseling at the community college and director of vocational education at the secondary school.

12. Contacts with AFL-CIO, Human Resources Institute, National Alliance of Business (NAB).

13. Apprenticeship programs including the National Association of Home Builders which allow participants to learn carpentry, masonry, and other building trades.

14. Private Industry Councils which will

    a) Assess future needs of industry in terms of the labor force

    b) Educate the private sector to CETA/EDUC programs

    c) Try to get good media publicity

    d) Review proposals.

15. Manpower coordination.

16. Businessmen's breakfasts.

17. Linking five school districts with Youth Title IV demonstration grants to create a single year-round youth program.

18. State corporate taxes serving impoverished areas through the Neighborhood Assessment Act.

19. Community-based organizations using the community for training.

20. Providing job information and counseling.

21. Employability training.

22. Employment services such as the VEC.

23. Independent job search.

24. Youth Council.

25. Court referrals as an alternative to jail.

26. License programs for driving.

27. Providing financial assistance and counseling.

28. Providing housing assistance.

29. Medical services for physical and mental health including nutrition, psychological, and other counseling.

30. Drug/alcohol counseling.

31. Aid to Dependent Children and other social services.

32. Child care centers.

33. Women's centers.

34. Sheltered workshops.

35. Ministers and churches.

What areas await linkage?

1. Link HEW with DOL for finances.

2. Linkages with various legal agencies.

3. Cooperative ventures to umbrella information and share territory to help clients.

4. More emphasis on linkage at local levels.

5. More personal contacts with community and individuals.

6. Make local level written agreements concerned with what is to be done and how.

7. Need for recognizing common constituencies, not just money, and for having contracts/agreements in writing beyond personal contacts.

8. Seek agencies which want to be used and who do not necessarily want money.

9. Feedback and follow-up on clients.

10. Industry to contact CETA to plan for training needs and set up programs.

11. Cooperative training programs.

12. More work experience for hands-on training.

13. More apprenticeship training.

14. Mesh t[illegible]ining and apprentice programs.

15. Community research to locate non-traditional jobs.

16. Small and medium-sized businesses.

17. Self-employment.

18. PIC programs.

19. Look for future job needs in community and spend a little more time training for a better job, not always just entry-level minimum skills.

20. High schools, community college, and CBO's to send out referrals for OJT.

21. Counseling and guidance.

22. VEC to coordinate assessment, counseling, and referrals.

23. Independent self-directed placement concept whereby students enter high occupational information counseling for information on job-hunting.

24. Institutions to provide values clarification, assessment of needs and aptitudes.

25. Recognition that there is more to training clients to get a job than just specific skills training many need basic education and employability skills.

26. Employment intensive training for basic education in short p[illegible]riods of time.

27. Alternative programs.

28. Training for the 16-18 year old high school drop-out.

29. Work with attitudes from the clients to the superintendents of the local school system.

30. Understanding between CETA and educational institutions.

31. Listen to the educator's side.

32. Survey community for delivery systems and training available.

33. Horsetrading among educational institutions to eliminate duplication and identify what each can do best.

34. Informing classroom teachers about CETA clients and how to deal with them.

35. Making people aware of the many services that are already available.

36. Comprehensive responses to client needs.

37. More help for clients in the areas of:

    a) Transportation; use school busses, car pools, provide money for car repairs, public transportation

    b) Child care; volunteer services run by churches, private and public centers

    c) Legal assistance; legal aid, volunteer lawyers

    d) Mental health care; rehabilitation and counseling

    e) Housing assistance

    f) Financial counseling

    g) Health services; dental, eye, and cosmetic surgery.

38. Comments about why linkages are not happening:

    a) Turfsmanship.

    b) Time.

c) Underfunded and overtaxed.

d) Communications and trust development--need direct communications people to people.

e) Need to look beyond and explore to find further linkages.

How do you manage media coverage?

1. Build in positive press at the beginning of programs.

2. Be aware that bad news is more popular than good news, so no news may be more beneficial than being misquoted.

3. Consider what you should be reading in your particular area to get sources.

4. Take advantage of press in rural areas--they can do more than large cities.

5. Invite news media to visit periodically.

6. Write your own news release and provide pictures.

7. Know what the newsperson wants.

8. Learn technical aspects of news; then develop some strategies.

9. Be available for a reporter that needs to fill quota of stories.

10. Have a public relations representative on your staff.

11. Get to know the public service director of the local radio and television stations.

12. Take advantage of requirement for public service spots.

13. Consider using "target" or "shotgun" approaches; either may work for your situation.

14. Use radio spot advertisements.

15. Use business advertisements.

16. Try different thing such as flyers, speaking.

17. Work linkages through a newsletter; highlight a work site each issue.

18. Send newsletter to community organizations that deal with CETA and any others who may be interested.

19. Be open and honest.

20. Don't be afraid to admit a program has "washed out"; be honest about lack of success.

21. Voluntee to do a program for local civic groups---and don t give up when they say "no"; some day they may say "yes".

22. Involve individuals from the Chamber of Commerce.

23. Put a newsperson on your local board.

24. Invite a television person to address your graduating class.

25. Involve CETA students with others such as merging graduation ceremonies.

26. Get your success stories in the news.

27. Get a newsworthy event scheduled in the next room to your class.

28. If you tried inviting a newspaper editor to a skills class, you might not get the editor, but you could get a reporter.

29. Seek help from an influential person.

30. Toot your own horn; ask someone else to call news media for you.

31. Get another institution to write an article about your program.

32. Be aware that community colleges and state-supported institutions cannot use state funds to advertise; maybe you can help.

PANEL

Preventing and Reducing Barriers

A panel of Virginia experts representing school boards, proprietary schools, CETA administrators, and community colleges addressed the theme "Linkage Barriers." The essence of the comments are presented in the following categories: (a) Preventing and Reducing Barriers, and (b) Steps to Reduce Barriers.

BARRIERS IN DEALING WITH CETA

1. Paperwork.
2. Bookkeeping system takes double time.
3. Budget and money uncertainty.
4. Conflicting and confusing rules and regulations.
5. "We can't do that" is the only real barrier.
6. The needs of human kind are based on principles which are established on life, liberty, and the pursuit of happiness, all of which are interrelated and dependent on each other.
7. The lack of understanding of linkages creates the need to alleviate mistrust.
8. Look at total perspective--individual people see themselves as inadequate.
9. The assumption can't be made that people understand all the "givens" we are working with as sometimes "givens" don't fit together--some can be bent and some can't.
10. Modification of administrative standards/procedures and allocation of fixed unit cost/tuition/funding need to be addressed for linkages.
11. Every division seems to be doing its own thing.
12. School boards resist projects which may need to be funded with local funds after short term feeder money.

13. Long range planning is impossible as approval for programs is held up. This is a serious problem, for the community college as money in the bank is necessary before program approval is received. Community colleges need contracts that run for longer than one year and legislation for "start up" money.

14. Communication is essential to linkage. When lack of in-depth understanding exists at the state level, go to a lower level--such as the community college president/dean. Get CETA people and local community colleges to meet and discuss interfacing/cooperation at the local level. Each community college president should have at least one person to give him advice on CETA. Just a note--send a letter to the state level telling them of your action to communicate at a lower level.

15. TALK, TALK, TALK with potential deliverers.

16. Costs are used to judge effectiveness, not services rendered.

17. Excess spending happens in some areas and the Proposition 13 thinking makes people question spending.

18. Additional funding from CETA is needed so the state does not bear all the costs of non-traditional education.

19. Don't compare unlike programs in terms of costs for long-range planning.

20. The lack of knowledge about each other's operations creates the need to find common ground to tell what you do and to find out about others.

21. The major concern of private schools is the lack of knowledge about CETA and prime sponsor areas. Let CETA visit them to see their open-entry open-exit flexibility and ability to incorporate new courses.

22. Look to agency strengths:

    a) CBO's excell in preliminary education, outreach, recruiting assessment, orientation, adult basic education, basic skill development, personal habits, GED, resume writing, interview technique/follow-up and world of work courses.

b) Proprietary schools excel in classroom training such as secretarial (executive, medical, legal), office assistant, accounting, court/conference reporting/steno, business management, fashion merchandising, keypunch, data processing, computer science, marketing, job placement/development.

23. Alternatives need to be studied before initiating a new program.

24. Advisory councils should be in existence, but there are no CRAFT advisory councils--we now have obsolete crafts/skills being taught.

25. Community colleges and the other local education agencies should recognize private training schools and contract with them.

26. CETA wants the educational program to be short term and skills oriented in the community college.

27. CETA must understand the importance of the general education component.

28. CETA clients are non-traditional and the curriculum may not be designed for them.

29. The clients need extension of training--just getting a job does not end it--clients tend to stagnate so they should be encouraged to continue education.

30. Emphasis is not on diplomas, but on whether the employee can deliver for the future employer and consumers--spend as much time on ATTITUDE training as on skill training.

31. Keep in mind the purpose or intent of what we are trying to do--keep the client in mind at all times.

32. The primary concern need to be to try to understand how the client can best be served--not how we are best served as employers.

33. Community linkages are people business--"human developers" look at the process of developing individuals socially, educationally, experientially, and physically though job opportunities.

34. Look at parts of the community to contribute common factors such as the following:

a) All human developers

b) Operate activities in same way

c) Include counseling services for many problems

d) Education not just to prepare for cultural but for educational/business world

e) Serving individuals who are in need of training/services

f) Interested in well-being of community and clients

g) Accountable to our community/individuals.

35. Look at the parts of the community for differences such as:

a) Terminology to understand what the other person is saying so that two different activities communicate on same subject on same channel

b) Reluctance to change habits

c) Goals of both parties

d) Isolation because of accountability.

36. Major barriers for LEA's are:

a) Scheduling

b) Transportation

c) Cost problems.

37. Establish mutual goals of assessment, economics, motivation, and vocational training and nourish these relationships.

38. Go to the community college and contract for skills area only:

a) Redesign the community college curriculum with more skills orientation

b) During recruiting/placement steer the students into programs in which they can succeed

c) Regulate theory/classroom setting to the day-to-day need of the students by "flexing curriculum design."

39. Proper, appropriate and timely referral services are needed by clients while in the program and follow-up when leaving the program creating linkages.

40. Consultation with prime sponsor will get barriers such as housing and aptitude testing out in the open.

41. Invite the CETA counselor to see what services can be provided.

42. Admissions process which identifies the needs of clients to alleviate the problem of accepting people before they can benefit from the program includes analysis of:

    a) Personal life to assure committment of 5-7 hours a day for training

    b) Day care; state of mind regarding family

    c) Transportation

    d) Obligations of program--what's required outside including additional study

    e) Degree of readiness of client.

43. CETA students desire academic credit which cannot always be justified, however:

    a) Credit can be given at "less than college level"

    b) Degrees for those who complete traditional program and certificates for those who complete non-traditional program

    c) Non-traditional credit given through transcripts.

44. Placement is a barrier and the community college would like some responsibility but also some assistance with job placement.

STEPS TO REDUCE BARRIERS

1. Determine that we will lower barriers.

2. Identify barriers.

3. Work honestly with candor and goodwill on almost an individual basis to find most appropriate way of handling any given opportunity.

4. Change CETA by legislature/bureaucrats.

5. Use flexibility and give-and-take in interpreting most federal and state rules.

6. There is no prescription of what the BEST answer may be; look at the resources, capabilities, and problems within an individual area.

7. Find out who supports you; solicit their support. Find out who opposes you; minimize it.

8. Identify specific barriers with specific institutions, individual barriers in institutions, and people relationships.

9. Accept the fact barriers are always going to exist. CETA and educational administrations have different purposes and different target groups.

10. Have CETA people talk to educators to:

    a) Attempt to find ways to involve educational institutions and key people in CETA planning process

    b) Use the planning process for workable and desirable linkages to get funds employed

    c) Find unmet needs of educational institutions and match those with needs of CETA eligibles to result in mutual goals toward which to work for greater chance of linkage success.

11. More CETA/EDUC linkage workshops would be helpful.

WORK SESSION 3

The final work session was designed as a capping/commencement activity. While closure was sought regarding the conference dialogue, a challenge for the future was presented. The session concentrated efforts toward responding to three questions: (a) How do you insure planning linkages?, (b) How do you insure operation linkages?, and (c) How do you insure evaluation linkages?

How do you insure planning linkage?

Identification of linkage barriers and suggested solutions:

1. People need to spend more time with the prime sponsor and the prime sponsor needs to spend more-time on an individual basis.

2. One person should be available to provide clarification of regulations for all to understand.

3. Communication should attempt to change attitudes of school boards to allow operation after hours. Work on image of CETA so that school boards will be more receptive and communicate with them about what you are doing.

4. The mission goal of educational institutions needs to be compatible with CETA so that having a CETA program will have positive outcomes such as tuition money, resources left after the program leaves, public relations, referral of clients, and broader tax base for community.

5. It is the organization's responsibility to deal with paperwork. Standardization of CETA forms would help as well as having one person responsible for the paperwork.

6. There needs to be less discretion on conflicting rules and regulations from one CETA organization to another. Discretion should be at the bottom level only. Manuals need to be more specific. CETA people should be properly trained to communicate step-by-step procedures.

7. Interagency meetings with lower eschelon staff members will improve communication within CETA.

8. Personal contact between deliverers, stabilization of regulations, development of understanding, and compromise without selling out will lead to mutual trust.

9. CETA stigma affects the willingness of organizations to participate in CETA programs. There is also a stigma attached to being a CETA client. Public relations to build relationships between CETA participants and regular employees and involvement of CETA participants in regular activities will help.

10. Community leaders should meet the needs of the disadvantaged remembering that CETA is an investment in future taxpayers.

11. Results of planning efforts should be shared.

12. Increased communication, reduced duplication of services, and services provided by the most "qualified" agency will help reduce turfism.

13. Preplanning for needs of CETA programs, employers, and educational facilities will provide diverse types of training for CETA enrollees and training related to employment.

14. A forum should exist between different factions to resolve any misunderstandings in the interpretation of federal regulations.

15. The image of CETA can be enhanced by becoming more sensitive to serving target groups to expose CETA's positive aspects to the public. The "watchdog" aspect of CETA should be reduced in order to increase participation of agencies in serving CETA enrollees.

16. Raising allowances to clients has created problems such as cities unable to afford OJT positions, motivational problems of students having greater net pay than PSE employees, and budget problems for local CETA.

17. Budget planning should be part of the curriculum for CETA clients during orientation for world of work.

18. PSE will possibly be passed under separate legislation and out of CETA. PSE should be designed to train, but this is not a trend.

19. More training is needed in addition to employability skills for clients.

20. Support for CETA comes from economists, governmental bodies, poor people, the Department of Labor, and big businesses.

21. Independent job search should be available for clients with CETA providing facility, assessment, counseling, and free telephone, for people who need minimum help.

22. The original CETA legislation was designed to allow for placement after assessment. Motivation is important, but assessment is the key to the whole delivery system. Assessment is a major problem and could help placement. Fulfilling the plan does not really help if there has not been proper assessment. LEA's could be hired for assessment and could do an excellent job. If follow-up activities were done, it might show how critical assessment is and the length of training needed.

23. There are problems for the community with the individual referral intended to be for self-starters which has not ended up with non-self-starters. Counseling is critical for client success.

24. Academic credit can be helped by having:

    a) A coordinator to establish liaison between the training plan and credit

    b) Phase-basis with training equal to credit

    c) Funding and contracting for the entire year.

25. Basic remedial courses should be required. CETA feels the institution is trying to squeeze out more credits/courses and CETA feels the lack of time.

26. A case log rather than Employment Development Plan, which has too much paperwork and too much specificity, should be used for clients.

27. Look at the needs of the individual people and do not self-serve industry.

28. Simplify CETA to superintendents' language and have members of the CETA staff visit superintendents.

29. The Advisory Council of Vocational Education at the state level should have a CETA representative.

30. Contractors should be given assistance through a contracting officer as the Titles of CETA legislation are confusing to LEA's. Regionalize CETA services over several counties.

31. Decentralize decision-making to the ROC level.

32. Individuals knowledgable about CETA should go to various places and give presentations.

33. The evaluation done by CETA is excellent. The weakness is time of training and here vocational education could pick up where CETA stops.

34. CBO's and proprietary schools have faster turn-a-round times and LEA's could learn from them. Special programs could be arranged for "mini skill-training." CETA and LEA's could be more flexible.

How do you insure operation linkage?

Operations which can be between local educational institutions and CETA to assure linkage are as follows:

1. Training is specific but academic credit is given for education, not training.

2. The need exists for developmental course work which is not necessarily for academic credit.

3. Programs should be divided to look at book work versus hands-on experience.

4. CETA's responsibility is to prepare clients for entry-level positions in industry.

5. Academic credit can have a variety of meanings:

   a) High school credit

   b) Community college credit for transfer into a regular program

   c) Community college credit for AS and AAS programs

   d) Continuing education credit.

6. Overall programs are designed from the client standpoint when the training competencies are set together.

7. Having credit in hand helps client deal with self-image.

8. Credit for experience may or may not be accepted if client transfers to a university.

9. Look at apprenticeship programs.

10. Look at the university and how programs can overlap and be linked.

11. Schools look at what the end results will be.

12. Schools are reluctant to take on new roles for the school is a traditional insititution.

13. Industry can provide technical skills.

14. Try to place the client where employability can be provided whether it is community college or other training institution for CETA education linkage.

15. CETA needs to emphasize recruitment and placement and let vocational educators train. Consider the placement opportunities available. If there are no jobs, train for another position.

16. Feed clients into the educational system.

17. Educational systems need to have the knowledge of the total program of recruitment, training, placement.

18. CETA training is for a special purpose of developing job skills and academic credit may only be a certificate to build self-recognition.

19. CETA has simplified the RFP language. If the local education agency has an interest in CETA, it should ask and learn.

20. Vocational education should not be threatened; CETA does NOT want to become an educator.

21. Statistics are meaningless without need:

    a) What are individual's needs?

    b) What are the needs of private industry?

22. Educators need to understand the clients and what motivates them. All CETA clients do not fit the economically disadvantaged label.

How do you insure evaluation linkage?

Questions to consider:

1. Is it conceivable a plan, once made, may be amended?

2. Are some decisions made without the benefit of a component existing in the plan which is related to that decision?

3. Do you believe in the power of the first draft?

4. Who writes the first draft of your local plan?

5. Do you believe that data are power?

6. Does your institution have a capability statement?

7. How many capability statements do you have from other agencies?

8. Are 23 work days with a specific deadline a fair time period for an RFP response?

9. Do you know who is on your AMPC?

10. Do you know where each AMPC member is coming from?

11. Does your institution have a plan/wish list/needs assessment for serving the target population of unemployed/underemployed/socio-economic disadvantaged?

12. Does your institution have one or two individuals with assigned responsibility/authority for "paper" processing?

13. Do you possess a CETA planning flow chart and format?

14. Do you possess a CETA proposal and contract format?

15. Do you maintain data/statistics files on your operation?

16. If you could control one phase (eg. planning/operation/evaluation) which would it be?

Appendix A

PARTICIPANT LIST

Abolim, Celeste
Russell County
Board of Supervisors
Lebanaon, VA 24266

Absher, Harold, Jr.
Giles County Schools
Rt. 1, Box 86
Pearisburg, VA 24134

Adams, Norma
Carroll County CETA Program
PO Box 325
Hillsville, Va 24343

Agostino, Fred
VA Peninsula Economic
Development Council
Box 338
Newport News, VA 23606

Arrington, Pamela G.
Northern VA Community College
833 Little River Turnpike
Annandale, VA 22003

Ashe, Hubert
VA Highlands Community College
Box 828
Abingdon, VA 24410

Ballance, Ronald J.
ECPI of Tidewater
3661 E. VA Beach Blvd.
Norfolk, VA 23501

Bandy, Alvin
Stafford County
Board of Supervisors
PO Box 5238
Falmouth, VA 22403

Baumgardner, Robert
VA Dept. of Labor & Industry
Apprenticeship Division
4th and Grace
Richmond, VA 23220

Bell, Joy C.
Brunswick County Schools
PO Box 309
Lawrenceville, VA 23868

Blake, Gerri
City of Fredericksburg
Box 267
Fredericksburg, VA 22401

Blankenship, Darrell
City of Bristol
2044 Euclid Avenue
Bristol, VA 24201

Bowman, Wanda
Carroll County CETA Program
PO Box 325
Hillsville, VA 24343

Braithwaite, Ron
Hampton Institute
Hampton, VA 23668

Bray, John
Virginia Department of Labor
Apprenticeship Division
Virginia Jaycees Bldg.
1015 Miller Park Square
Lynchburg, VA 24501

Brogan, P.E.
VA Dept. of Labor & Industry
24 East Stonewall Drive
Front Royal, VA 22636

Buffington, Dick
CETS
State Dept. of Education
PO Box 6Q
Richmond, VA 23216

Burnett, Keith
Wise County
Board of Supervisors
Wise, VA 24293

Butt, Lois Jean
Montgomery County
PO Box 806
Christiansburg, VA 24073

Butts, Phyllis
Southview Vocational School
3568 Peters Creek Road
Roanoke, VA 24019

Byers, George W.
CETS
State Dept. of Education
PO Box 6Q
Richmond, VA 23216

Callis, Irvin
Warren County Schools
Rt. 1, Box 976
Front Royal, VA 22630

Cameron, Bernard J.
Div. of Research & Evaluation
Fairfax County Public Schools
10700 Page Avenue
Fairfax, VA 22030

Cary, James H.
Essex County Public Schools
Tappahannock, VA 22560

Chandler, Ron
CETS
State Department of Education
PO Box 6Q
Richmond, VA 23216

Clancey, Paul, Jr.
Peninsula Office of Manpower
2017 Cunningham Dr., Suite 300
PO Box 7489
Hampton, VA 23666

Coleman, Joreen D.
STOP/CETA
415 St. Paul's Blvd.
Norfolk, VA 23510

Combs, Bill
Virginia Polytechnic Institute
and State Univeristy
Blacksburg, VA 24061

Conyers, Willie J.
Fredericksburg City Schools
817 Princess Anne Street
Fredericksburg, VA 22401

Copeland, Daniel L.
Community Planning
510 Middle Street
Portsmouth, VA 23704

Craig, William L., Jr.
Norfolk State University
2401 Corprew Avenue
Norfolk, VA 23504

Cromer, Gordon
Montgomery County Schools
Box 29
Christiansburg, VA 24023

Crosier, Russell L.
Fairfax County Schools
PO Box 466
Ft. Belvoir, VA 22060

Cutchin, John H., Jr.
Department of Labor
Bureau of Apprenticeship
& Training
Room 426, 200 Grandby Mall
Norfolk, VA 23510

Dantzler, Irma
John Tyler Community College
Chester, VA 23831

Day, Garney J.
FDETC
Crystal Towers Bldg.
145 W. Campbell Avenue
Roanoke, VA 24011

Diamond, Thomas D.
J. Sargeant Reynolds
Community College
PO Box 12084
Richmond, VA 23241

Dreyfus, Alfred
Electronic Computer
Programming Institute
3661 E. Virginia Beach Blvd.
Norfolk, VA 23502

Dugger, Richmond H., Jr.
Brunswick County School Board
1 Piney Pond Road
Brodnax, VA 23920

Edgar, Frank A.
VA Employment Commission
222 East Queen Street
Hampton, VA 23669

Evans, Janet
Roanoke City Schools
PO Box 13145
Roanoke, VA 24031

Eyler, David R.
Blue Ridge Community College
Weyers Cave, VA 24486

Feldmann, Gregory W.
FDETC
Private Industry Council
2823 Williamson Road
Roanoke, VA 24012

Ferrara, Leonard S.
VA Employment Commission
CETA Division
111 South 6th Street
Richmond, VA 23210

Fiel, Melvin A.
VEC/CETA
403 West Campbell Avenue
Roanoke, VA 24018

Fitspatrick, Charles
Aide to G. William Whitehurst
442 Cannon Building
Washington, D.C. 20515

Fishbein, Barbara A.
PO Box 1442
Williamsburg, VA 23185

Fogg, George O.
Fogg Technical Insitute
Rt. #1
Hanover, VA 23069

Frichtel, Joseph F.
Richmond Public Schools
Richmond Tech Center
2020 Westwood Avenue
Richmond, VA 23230

Garrett, Lee
CETS
Department of Education
Abingdon, VA 24210

Glass, Max R.
Danville Community College
1009 Bonner Avenue
Danville, VA 24541

Green, Myron R.
Norfolk Public Schools
Adult Learning Center
922 West 21st Street
Norfolk, VA 23517

Greene, Denise
Norfolk Public Schools
PO Box 1357
Norfolk, VA 23501

Greene, William
Dabney S. Lancaster
Community College
PO Box 610
Clifton Forge, VA 24422

Greene, William O., Jr.
Liebherr-America Inc.
4100 Chestnut Avenue
Newport News, VA 23607

Griswold, Gerald
Regional Operations Center
PO Box 267
Abingdon, VA 24210

Hancock, Sam
John Tyler Community College
13101 Jefferson Davis Highway
Chester, VA 23831

Harriman, Ronald E.
New River Community College
Drawer 1127
Dublin, VA 24084

Haskins, Junius A., Jr.
Lynchburg Community Action
512 Clay Street
Lynchburg, VA 24505

Hatch, Karen
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Heft, Pat
Coastal Business College
330 West Brambleton
Norfolk, VA 23513

Helms, Marilyn
Norfolk College
300 Boush Street
Norfolk, VA 23510

Heretick, J.W.
J. Sargeant Reynolds
Community College
PO Box 12084
Richmond, VA 23241

Hickey, Judy
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Hodge, Robert
Richmond Business College
613 North Lombardy Street
Richmond, VA 23220

Hodges, James E.
Grayson County Shools
PO Box 219
Independence, VA 24348

Hoerner, James L.
Virginia Polytechnic Institute
and State Univeristy
Blacksburg, VA 24061

Holley, James
Norfolk Public Schools
1091 West 37th Street
Norfolk, VA 23517

Howlett, Wendell
J. Sargeant Reynolds
Community College
PO Box 12084
Richmond, VA 23241

Huegel, John E.
Charlottesville Public Schools
Charlottesville, VA 22906

Hutson, Ron
Rappahannock Community College
North Campus
Warsaw, VA 22572

Jeter, Elmer R.
City Hall
Norfolk, VA 23510

Jones, Cynthia E.
City of Charlottesville
PO Box 911
Charlottesville, VA 22902

Jones, Mary Jane
State Department of Education
PO Box 60
Richmond, VA 23216

Kavanaugh, Thomas E.
VA Dept. of Labor & Industry
898 Wideson Rd., Bldg. C
Norfolk, VA 23513

Keeler, Richard
Warren County Schools
Rt. 1, Box 976
Front Royal, VA 22630

Keenen, Charles B.
Germanna Community College
PO Box 339
Locust Grove, VA 22505

Ketner, Anne M.
Hanover County School Board
6303 Studley Road
Mechanicsville, VA 23111

Kilmon, Harlan
Westmoreland County CETA Program
PO Box 467
Montross, VA 22520

King, Donald K.
Fifth District Employment
& Training
145 West Campbell Avenue
Roanoke, VA 24011

Kline, Homer
Colonial Beach School Board
300 Garfield Avenue
Colonial Beach, VA 22443

Langdon, Donald
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Lawrence, Edna H.
City of Norfolk
Norfolk, VA 23501

Lee, Dorothy
STOP/CETA
415 St. Paul's Blvd.
Norfolk, VA 23501

Lee, Richard E.
Amherst County School Board
Amherst, VA 24521

Lewis, Sally
Prince William County Manpower
9300 Lee Avenue
Manassas, VA 22110

Locklear, Jane H.
Virginia Hair Academy
3312 Williamson Road, NW
Roanoke, VA 24012

Lopez, Mary K.
City of Virginia Beach
City Hall Building, Room 316
Virginia Beach, VA 23451

Lucas, Phillip E.
Hampton Institute
Hampton, VA 23668

Lugo, Alicia
Central Virginia OIC, Inc.
PO Box 710
Charlottesville, VA 22902

Madry-Taylor, Jacquelyn Y.
Northern VA Community College
8333 Little River Turnpike
Annandale, VA 22003

Manley, Bob
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Manley, Kitty
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Markham, R.A.
Essex County School Board
PO Box 566
Tappahannock, VA 22560

Marshall, Bennie
STOP/CETA
415 St. Paul's Blvd.
Norfolk, VA 23501

Marshall, Wallace E.
Virginia Department of Labor
Div. of Apprenticeship Training
PO Box 12064
Richmond, VA 23241

McComas, Jack
STAMA
PO Box 12072
Norfolk, VA 23502

McGough, Robert L.
Virginia Polytechnic Institute
and State University
Blacksburg VA 24061

McMullen, Cynthia
RAMPS
823 East Main Street
Richmond, VA 23219

Melton, Joseph
Carroll County CETA Program
PO Box 325
Hillsville, VA 24343

Miller, Claude, Jr.
Prince Edward County Schools
PO Box 427
Farmville, VA

Miller, Everett
National Business College
8 Franklin Road, SW
Roanoke, VA 24011

Mitchell, M. David
The Macke Company
PO Box 360
Roanoke, VA 24003

Montague, Ruth B.
Hampton Institute
Hampton, VA 23668

Moore, James F.
Essex County
PO Box 1079
Tappahannock, VA 22560

Morrison, Wade M.
Arlington CETA Skill Center
816 South Walter Reed Drive
Arlington, VA 22210

Mosby, Carolyn L.
John Tyler Community College
Chester, VA 23831

Nelson, Kathryn M.
Reporting Academy of VA, Ltd.
Pembroke 5, Suite 128
Virginia Beach, VA 23462

Nemeth, W. David
Smithdeal-Massey
Business College
300 West Grace Street
Richmond, VA 23220

Oliver, D. Phyllis
NN MP Area Agency on Aging,Inc.
PO Box 387
Saluda, VA 23149

Orr, George S.
VA State Advisory Council on
Vocational Education
PO Box U
Blacksburg, VA 24060

Otey, Lyman J.
Newport News Office of
Human Affairs
2410 Wickham Avenue
Newport News, VA 23607

Pace, E. Mark
330 North Court Avenue
Covington, VA 24426

Peterson, William B.
Martinsville City Schools
Martinsville, VA 24112

Phillips, Cecil G., Jr.
Hampton City Schools
Hampton, VA 23669

Porch, William B.
PO Box 40
Highland Springs, VA 23075

Procter, Ronald E.
Norfolk State University
Norfolk, VA 23504

Pugh, S.R.
Farmville ROC
Drawer R
Farmville, VA 23901

Puyear, Donald
Central VA Community College
PO Box 4098
Fort Hill Station
Lynchburg, VA 24502

Raudabaugh, Michael
Computer Learning Center
6666 Commerce Street
Springfield, VA 22150

Reid, Miles A.
King William County Schools
PO Box 185
King William, VA 23086

Remley, Ted
Northern VA Community College
3001 North Beauregard Street
Alexandria, VA 22311

Roberts, Beryl Jean
STOP/CETA
415 St. Paul's Blvd.
Norfolk, VA 23501

Rodriguez, Linda T.
Stafford County
PO Box 339
Stafford, VA 22554

Rose, John R.
City of Manassas School Board
9108 Church Street
Manassas, VA 22110

Sandridge, Don
STAMN
PO Box 12072
300 Janaf
Norfolk, VA 23502

Sasser, Marilee
City of Portsmouth
801 Crawford Street
Portsmouth, VA 23704

Sherer, George H.
GETC
PO Box 1314
Richmond, VA 23210

Sears, James C.
Tidewater Community College
State Route 135
Portsmouth, VA 23703

Shackleford, Lundy
City of Danville
PO Box 3300
Danville, VA 24541

Sharpe, William H.
Williamsburg-James City Schools
PO Box 179
Williamsburg, VA 23185

Shiver, Jube B.
Shiver Management Corporation
7959 Richmond Highway
Alexandria, VA 22313

Simmons, Carl
Computer Learning Center
6666 Commerce Street
Springfield, VA 22150

Sims, P.D.
Paul D. Camp Community College
Franklin, VA 23851

Smith, Charles W.
King and Queen County
King and Queen Courthouse,
VA 23085

Smith, Linda
City of Poquoson
830 Poquoson Avenue
Poquoson, VA 23662

Sokol, Ronald M.
Giles County School Board
Rt. 1, Box 86
Pearisburg, VA 23134

Spain, Bill
STAMA
Janaf Exec. Bldg., Suite 300
Janaf Shopping Center
Norfolk, VA 23501

Spruill, Ray
Portsmouth Public Schools
PO Box 988
Portsmouth, VA 23705

Strovink, Karen
Buckroe Skill Center
710 Buckroe Avenue
Hampton, VA 23669

Sullins, Robert
Virginia Polytechnic Institute
and State University
261 UCOB
Blacksburg, VA 24061

Surratt, James L.
County of Carroll
Box 515
Hillsville, VA 24343

Taylor, Alice A.
Northern VA Community College
15200 Smoketown Road
Woodbridge, VA 22191

Terry, Lawrence E.
Roanoke County
Board of Supervisors
PO Box 1079
Salem, VA 24153

Vaughan, G.R.
King George County
Board of Supervisors
Rt. 1, Box 513
King George, VA 22485

Victor, James B.
Hampton Institute
Hampton, VA 23668

Vogler, Daniel E.
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Vorhies, Ben
Harrisonburg ROC
1776 South Main Street
Harrisonburg, VA 22801

Wade, William T., Jr.
Greene County Schools
PO Box 98
Stanardsville, VA 22973

Walsh, Pat
GETC
11 South 12th Street
Richmond, VA 23216

Walker, Mary Clayton
Pulaski County
143 Third Street
Pulaski, VA 23401

Wampler, William
House of Representatives
2422 Rayburn Building
Washington, D.C. 20515

Ward, James A.
City of Suffolk
44 Market Street
Suffolk, VA 23434

Ward, William D.
Northern VA Community College
8333 Little River Turnpike
Annandale, VA 22003

Ware, O.E.
Virginia-Peninsula Vocational
Technical Education Center
2102 50th Street
Hampton, VA 23661

Watts, Vivian
223 Cannon Building
Washington, D.C. 20515

Webb, Lockie
Carroll County CETA Program
PO Box 325
Hillsville, VA 24343

Whitt, Lois
Halifax County
PO Box 786
Halifax, VA 24558

Wilson, Alvin
Route 1, Box 145
Dendron, VA 23839

Wittersheim, Herbert E.
Automotive Training Institute
5700 Southern Blvd.
Virginia Beach, VA 23462

Wolfrey, Greg
Fluvanna County
PO Box 137
Palmyra, VA 22963

Wood, Robert A.
Charlotte County School Board
PO Box 387
Charlotte Court House,
VA 23923

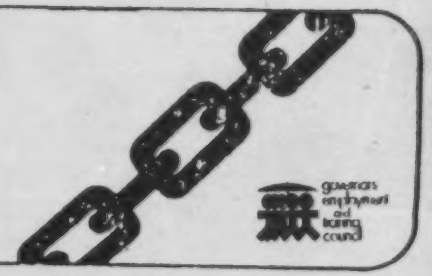
Appendix B

Conference Programs

June 13, 1980 -- Morning Session

9:00	THEME:	LINKAGE BARRIERS
		Presiding: Dr. Daniel Vogler
	PANEL:	Preventing and Reducing Barriers
		Mr. Sam Massingill Lee County Board of Supervisors
		Mr. Everett Miller National Business College
		Dr. Donald E. Puyear Central Virginia Community College
		Ms. Sharon Waddell Roanoke Fifth District Employment & Training Consortium
10:30	BREAK	
10:45	WORK-SESSION:	How do you insure planning linkage? How do you insure operation linkage? How do you insure evaluation linkage?
		Facilitators: Dr. Robert McGough Dr. Daniel Vogler
12:00	LUNCHEON	Presiding: Dr. Robert McGough
		Address: Employment and Training: A Shared Responsibility
		Speaker: The Honorable William C. Wampler House of Representatives
1:00	ADJOURNMENT	

CETA / EDUC LINKAGES WORKSHOP



Welcome to the CETA/Education Workshop. This workshop is one of three being held in the State of Virginia to encourage communication and cooperation between and among individuals and institutions to further the goals and opportunities of CETA. We hope you will take from this workshop new ideas for implementing CETA, new channels for communication, and a sense of cooperation and understanding. The Project Directors and staff members are here to help you. This workshop is yours for participation and sharing.

BLACKSBURG MARRIOTT INN

JUNE 12-13, 1980

June 16, 1980 -- Morning Session

8:30 Registration and Coffee

9:00 THEME: CETA: UPDATE

Presiding: Dr. Daniel Vogler

KEYNOTE: CETA: Virginia Overview

Speaker: Mr. George Scherer
Governor's Employment and Training Council

9:30 PRESENTATIONS: CETA: Problems and Opportunities

Panel: Ms. Willa Bazemore
Chesapeake City Council

Mr. Paul Clancey
Peninsula Office of Manpower Programs

Mr. Robert A. Wood
Charlotte County Schools

10:45 WORK-SESSION: How do you address counter-productive regulations?
What are basic CETA responsibilities?
How do you encourage cooperation?

Facilitators: Mrs. Judith Hickey
Dr. Robert McGough
Dr. Daniel Vogler

12:00 LUNCHEON Presiding: Dr. Robert McGough

Address: Employment and Training: A Shared Responsibility

Speaker: Mr. Charles Fitzpatrick
Administrative Aide to
The Honorable G. William Whitehurst

June 16, 1980 -- Afternoon Session

1:30 THEME: LINKAGE PRACTICES: PROVEN EXAMPLES

Presiding: Dr. Robert McGough

PRESENTATIONS: Meeting "Drop-Out" Problems

Mrs. Karen Strovink
Buckroe Skills Center

Minimizing Resource Duplication

Mr. Bill Green
Dabney Lancaster Community College

Managing Academic Credit

Dr. James Hoerner/Dr. Robert Sullins
Virginia Tech

Reducing ET Myths

Mr. Len Ferrara
Virginia Employment Commission (CETA Division)

3:00 BREAK

3:15 WORK-SESSION: What are other proven linkage practices?
What areas await linkage?
How do you manage media coverage?

Facilitators: Mrs. Judith Hickey
Dr. Robert McGough
Dr. Daniel Vogler

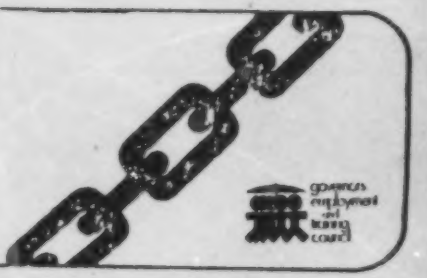
5:00 SOCIAL HOUR

6:00 DINNER Presiding: Dr. Daniel Vogler

June 17, 1980 -- Morning Session

9:00	THEME:	LINKAGE BARRIERS
		Presiding: Dr. Daniel Vogler
	PANEL:	Preventing and Reducing Barriers
		Mr. Marcellus Heath STAMA
		Dr. James C. Sears Tidewater Community College
		Mr. Herb Wittersheim Automotive Training Institute
10:30	BREAK	
10:45	WORK-SESSION:	How do you insure planning linkage? How do you insure operation linkage? How do you insure evaluation linkage?
		Facilitators: Dr. Robert McGough Dr. Daniel Vogler Mrs. Judith Hickey
12:00	LUNCHEON	Presiding: Dr. Robert McGough
1:00	ADJOURNMENT	

CETA / EDUC LINKAGES WORKSHOP



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OMNI INTERNATIONAL HOTEL

JUNE 16-17, 1980

June 16, 1980 -- Morning Session

8:30 Registration and Coffee

9:00 THEME: CETA: UPDATE

Presiding: Dr. Daniel Vogler

KEYNOTE: CETA: Virginia Overview

Speaker: Mr. George Scherer
Governor's Employment and Training Council

9:30 PRESENTATIONS: CETA: Problems and Opportunities

Panel: Ms. Willa Bazemore
Chesapeake City Council

Mr. Paul Clancey
Peninsula Office of Manpower Programs

Mr. Robert A. Wood
Charlotte County Schools

10:45 WORK-SESSION: How do you address counter-productive regulations?
What are basic CETA responsibilities?
How do you encourage cooperation?

Facilitators: Mrs. Judith Hickey
Dr. Robert McGough
Dr. Daniel Vogler

12:00 LUNCHEON Presiding: Dr. Robert McGough

Address: Employment and Training: A Shared Responsibility

Speaker: Mr. Charles Fitzpatrick
Administrative Aide to
The Honorable G. William Whitehurst

June 16, 1980 -- Afternoon Session

1:30 THEME: LINKAGE PRACTICES: PROVEN EXAMPLES

Presiding: Dr. Robert McGough

PRESENTATIONS: Meeting "Drop-Out" Problems

Mrs. Karen Strovink
Buckroe Skills Center

Minimizing Resource Duplication

Mr. Bill Green
Dabney Lancaster Community College

Managing Academic Credit

Dr. James Hoerner/Dr. Robert Sullins
Virginia Tech

Reducing ET Myths

Mr. Len Ferrara
Virginia Employment Commission (CETA Division)

3:00 BREAK

3:15 WORK-SESSION: What are other proven linkage practices?
What areas await linkage?
How do you manage media coverage?

Facilitators: Mrs. Judith Hickey
Dr. Robert McGough
Dr. Daniel Vogler

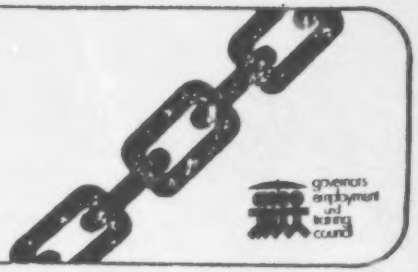
5:00 SOCIAL HOUR

6:00 DINNER Presiding: Dr. Daniel Vogler

June 24, 1980 -- Morning Session

9:00	THEME:	LINKAGE BARRIERS
		Presiding: Dr. Daniel Vogler
	PANEL:	Preventing and Reducing Barriers
		Mr. Alvin Bandy Stafford County Board of Supervisors
		Mr. Carl F. Simmons Computer Learning Center
		Mr. Ben Vorhies Harrisonburg Regional Operations Center
10:30	BREAK	
10:45	WORK-SESSION:	How do you insure planning linkage? How do you insure operation linkage? How do you insure evaluation linkage?
		Facilitators: Dr. Robert McGough Dr. Daniel Vogler
12:00	LUNCHEON	Presiding: Dr. Robert McGough
1:00	ADJOURNMENT	

CETA / EDUC LINKAGES WORKSHOP



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SHERATON FREDERICKSBURG INN JUNE 23-24, 1980

June 12, 1980 -- Morning Session

8:30 Registration and Coffee

9:00 THEME: CETA: UPDATE

Presiding: Dr. Daniel Vogler

KEYNOTE: CETA: Virginia Overview

Speaker: Mr. George S. Orr
VA State Advisory Council on Vocational Education

9:30 PRESENTATIONS: CETA: Problems and Opportunities

Panel: Mr. Gerald Griswold
Abingdon Regional Operations Center

Mr. Junius Haskins, Jr.
Lynchburg Community Action

Mr. H. Ronnie Montgomery
State Board of Education

Mr. E. Mark Pace
Alleghany County Schools

10:45 WORK-SESSION: How do you address counter-productive regulations?
What are basic CETA responsibilities?
How do you encourage cooperation?

Facilitators: Dr. Robert McGough
Dr. Daniel Vogler

12:00 LUNCHEON Presiding: Dr. Robert McGough

June 12, 1980 -- Afternoon Session

1:30 THEME: LINKAGE PRACTICES: PROVEN EXAMPLES

Presiding: Dr. Robert McGough

PRESENTATIONS: Meeting "Drop-Out" Problems

Mr. James Lovell
Southview Vocational School

Minimizing Resource Duplication

Mr. Bill Green
Dabney Lancaster Community College

Managing Academic Credit

Dr. James Hoerner/Dr. Robert Sullins
Virginia Tech

Reducing ET Myths

Mr. Len Ferrara
Virginia Employment Commission (CETA Division)

3:00 BREAK

3:15 WORK-SESSION: What are other proven linkage practices?
What areas await linkage?
How do you manage media coverage?

Facilitators: Dr. Robert McGough
Dr. Daniel Vogler

5:00 SOCIAL HOUR

6:00 DINNER Presiding: Dr. Daniel Vogler

Appendix C

Conference Evaluation Results

Evaluation of CETA/Education Linkage Workshop
Marriott Inn, Blacksburg
June 12 - 13, 1980

How do you rate each of the sessions? 1 = Low; 5 = High

CETA:	Update	1. 0%	2. 6%	3. 6%	4. 66%	5. 22%
	Virginia Overview	1. 0%	2. 6%	3. 6%	4. 66%	5. 22%
	CETA: Problems/Opportunities	1. 0%	2. 0%	3. 11%	4. 50%	5. 39%
	Work-Session	1. 0%	2. 0%	3. 11%	4. 28%	5. 61%
Luncheon Address -						
	Employment and Training	1. 0%	2. 0%	3. 12%	4. 28%	5. 33%
Linkage Practices: Proven Examples						
	Presentations	1. 0%	2. 0%	3. 28%	4. 33%	5. 39%
	Work-Session	1. 0%	2. 0%	3. 17%	4. 22%	5. 61%
Linkage Barriers						
	Panel Discussion	1. 0%	2. 5%	3. 12%	4. 44%	5. 39%
	Work Session	1. 0%	2. 0%	3. 12%	4. 22%	5. 66%

Overall rating of the workshop:	Average	17%
	Above Average	39%
	Excellent	44%

Major Strengths cited by Participants:

Free flow of ideas; dialogue and interaction valuable and well-conducted; relaxed but structured atmosphere was comfortable; useful information for individual programs was generated; a climate was created in which problems could be addressed; overall well-planned and presented.

Suggestions from Participants:

More elected officials should be encouraged to attend; one work-session should know the results of the other; workshops could be held near the sites of the training programs; planning and evaluation can be addressed to a greater extent; workshop should use less CETA language and more lay language; some speakers need to address the subject at hand; same format overall should be continued.

General comments:

Well-done; more of these workshops are needed; facilitators are very impressive.

Summary: Evaluation of CETA/Education Linkage Workshop
Norfolk, Virginia: Omni International Hotel
June 16 - 17, 1980

Participants' Rating of each of the Sessions (1 = Low, 5 = High)

CETA:	Update	1.	2%	2.	11%	3.	41%	4.	38%	5.	8%
	Virginia Overview	1.	5%	2.	5%	3.	44%	4.	35%	5.	11%
	CETA: Problems/Opportunities	1.	5%	2.	2%	3.	25%	4.	40%	5.	28%
	Work-Session	1.	2%	2.	--	3.	34%	4.	44%	5.	20%
Luncheon Address -											
	Employment and Training	1.	--	2.	8%	3.	62%	4.	27%	5.	3%
Linkage Practices: Proven Examples											
	Presentations	1.	5%	2.	5%	3.	38%	4.	40%	5.	12%
	Work-Sessions	1.	--	2.	6%	3.	38%	4.	32%	5.	24%
Linkage Barriers											
	Panel Discussion	1.	--	2.	9%	3.	26%	4.	49%	5.	16%
	Work Session	1.	--	2.	5%	3.	33%	4.	43%	5.	19%

Overall Rating of the Workshop

Poor, 0% Good, 12%, Average, 32% Above Average, 48% Excellent, 8%

Major Strengths cited by the Participants:

Broad scope of experience of conferees; audience participation; excellent facilities and food; opportunity to talk to other administrators; well-planned; relaxed pace; sessions started and ended on time.

Suggestions Offered by Participants:

Have shorter sessions and more time for informal interaction; need more femal presenters; proposed CETA legislation could be highlighted; the first day was too long; it may be possible to shorten the workshop to one day; sessions on grantsmanship would be welcomed; workshops should be more specific in addressing solutions to problems; the session on managing the press was disturbing to one participant, the emphasis should be on accountability instead; a greater number of working linkages should be presented.

General Comments:

Require speakers to be more knowledgeable. The format of the workshop was excellent. "Please continue to have (the workshops)". Cut back on "fancy notebooks, pens, and paper."

Summary: Evaluation of CETA/Education Linkage Workshop
Fredericksburg, Virginia Sheraton
June 23 - 24, 1980

Participants' Rating of Sessions: 1 = Low; 5 = High

CETA:	Update	1.	8%	2.	8%	3.	37%	4. 43%	5. 4%
	Virginia Overview	1.	8%	2.	4%	3.	37%	4. 38%	5. 13%
	CETA: Problems/Opportunities	1.	8%	2.	--	3.	33%	4. 50%	5. 9%
	Work-Session	1.	8%	2.	25%	3.	31%	4. 33%	5. 13%
Luncheon Address - Employment and Training		1.	--	2.	17%	3.	24%	4. 42%	5. 17%
Linkage Practices : Proven Examples									
	Presentations	1.	--	2.	8%	3.	28%	4. 52%	5. 12%
	Work-Sessions	1.	7%	2.	18%	3.	22%	4. 52%	5. 12%
Linkage Barriers									
	Panel Discussion	1.	--	2.	4%	3.	15%	4. 52%	5. 39%
	Work Session	1.	--	2.	14%	3.	10%	4. 55%	5. 21%

Major Strengths Cited by Participants

Theme-setting overviews and presentation of positions; open and honest discussion facilitated; planning and organization; selection of speakers; diversity of participants; quality of facilitators; facilities

Suggestions for Future Workshops by Participants

Inlcude more group sessions; encourage followup sessions; include federal CETA representatives; more practical ways of implementing programs in the most effieient manner; more specific guidelines would be helpful; a hands-on workshop for developing plans and programs is suggested; extend the workshop to allow more time for discussion; more information instead of hearing others' concerns would be well-received; separate old-timers from newcomers; allow participants to talk with speakers in structured sessions; specific questions and concerns could be mailed to participants before the workshop so they could arrive more prepared.

Other Comments

Some localized workshops could be arranged for those specific agencies who should be working together in linkage activities. Some attempt should be made to identify those persons who do not work with CETA on a day-to-day basis so speakers won't assume all persons at the workshops are equally knowledgeable.

Overall Rating of Workshop by Participants

Poor, 0% Good, 11% Average, 21% Above Average, 54% Excellent, 14%